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A Tool for Helping Farmers Make Feed Grain Choices

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EXTENSION SERVICE *Review*

MARCH 1961

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*adjusting
programs to serve
new audiences
and meet new
needs*



The Impact of Urbanization on Extension

by JAMES B. FAWCETT,
*Associate Director of Extension,
New Jersey*

EXTENSION the country over has historically dealt basically with the economics, social, and cultural problems and interests of rural life. But in the Northeast, Extension long ago felt the impact of urbanization.

The increasing tempo of change in a highly developed urban-industrial-residential-agricultural State produces endless consequences for Extension. We have to ask whether we in Extension are adjusting our concepts, programs, and methods rapidly

enough to keep up with the pace of change in society—urban and rural.

Our extension staff is asking, "What will the Extension Service of the future be like; what will its job be; with whom will it work?" And some are asking, "Will there be an Extension Service, as we know it, in the New Jersey of the future?"

The answers to these questions for New Jersey and many other States will depend on how promptly, wisely, and boldly we in Extension act. We must thoroughly examine our programs, objectives, use of resources, and professional competencies. And we must shift emphasis and shore up our resources and programs to realistically satisfy the needs and interests of our present and potential clientele.

Implied is the need to give more attention to the social science aspects of the problems of our clientele and a substantial strengthening of our professional resources to accomplish this. Perhaps some changes will have to be made at the expense of some of our traditional resources.

Urban Impact

In New Jersey, there is still a thriving and economically important agricultural industry. And there will be for many years to come. But there is not a farm in New Jersey today that is not significantly affected by urbanization.

We find that the educational needs and desires of farm people are changing in response to the economic and social changes and pressures on them from the rapidly expanding urban influences. This is reflected in the kinds of educational programs they look to Extension to provide.

The greatest single factor in the impact of urbanization on Extension is the sheer increase in numbers of potential clients. The 1950 census shows a total population in the Northeast of 39,477,986, and for New Jersey of 4,835,329. In comparison, the 1960 census shows for the Northeast region a population of 44,677,819, and for New Jersey 6,066,782—a gain for the region of 13.2 percent and for New Jersey 25.5 percent. For New Jersey, this breaks down into a 28.4 percent increase in urban, 15.3 percent increase in rural nonfarm, and

an estimated 38 percent decrease in farm population from 1950 to 1960.

These shifts have created many new problems of abrupt changes in community patterns, customs, and economic and social institutions. Extension finds itself in the middle of these problems because they involve many once-rural people with whom we have worked. These people continue to look to extension for help and counsel on all kinds of economic and social problems, not necessarily related to agriculture and home economics.

The newcomers to these burgeoning communities soon learn of extension's service to the community, too. And they often become the most active participants in extension programs.

Even in big cities and their suburbs there is a steadily increasing awareness of Extension's ability to help people solve problems of family living, home and home grounds, park and public grounds, shade trees and athletic fields, industrial landscaping, factory insect and rodent control, consumer information, food handling and distribution, youth development, and a host of others.

Thus Extension in Northeast urban areas has had to experiment with methods of reaching vast numbers of people effectively with educational programs despite limited county staffs. At the same time, we have had to satisfy the needs and interests of individuals and small groups who have a wide range of problems and interests.

Audience Contacts

Our major solutions to these problems have involved more intense use of mass media and the leader training approach. This has necessitated continuous intensified inservice training of both specialist and county staffs in the attitudes, techniques, and skills essential to successful use of these methods.

Bergen County is typical of our urban counties. Lying across the Hudson River from New York City, it has some 70 urban communities and 700,000 people.

Bergen County agents are swamped with requests for information. (See *Urbanization*, page 56)



Bergen County Agricultural Agent William Oberholtzer records a new message for gardeners on the "Tip-o-phone."



EXTENSION IN A CHANGING SOCIETY

by W. A. SUTTON, *Director of Extension, Georgia*

OF all the forces operating in today's society, the desire for change is perhaps the strongest.

Almost everyone seems possessed with a desire to be better, do better, or live better. Satisfying even the smallest of these wants or needs comes only with change.

Like a pebble tossed into a pool, the smallest change eventually has its impact on the whole of society. Nor does the story end here. Change feeds on itself and breeds new needs and desires that in turn call forth still further change.

To put it another way, the problems of today are different from those of yesterday and those of tomorrow will differ from these of today. Likewise, today's solutions are different from yesterday's and tomorrow's will be different from today's.

With these premises as a background, how does Extension fit into today's society, and what will it contribute in the years ahead?

The answers to these questions are not immediately at hand. However,

a brief review of developments in extension work and the changes in Extension through the years may offer some worthwhile insights to these questions.

Original Needs

Extension came into being at the time a number of problems were developing. There was a growing accumulation of agricultural research information which needed to be put to practical application. On the other hand, there was an increasing need for better and more profitable farm practices.

Out of this came the idea of itinerant teachers whose duty it would be to take agricultural research information to farmers and help them adapt it to their own particular situations. On their itinerant visits, early extension workers were able to help farmers with only a few specific problems, usually those that were uppermost in the farmer's mind at the time of the visit.

Typical among these in the South

were specific practices related to controlling or overcoming the effects of the cotton boll weevil. As control measures began to be adopted, new problems in cotton culture and in other enterprises were recognized.

Expanded Interests

Extension recognized the growing demand for assistance by increasing its personnel and expanding its programs to include instruction covering whole enterprises instead of isolated, specific practices. Here, instead of just helping the farmer with the problems of boll weevil control, the extension worker helped him with the entire process of producing cotton.

As diversification came into the picture and more and more crops were produced, the problems of coordinating the various crops and enterprises into a total farm program became important along with new technology within the various enterprises. Again Extension countered by providing more and better qualified people to work with farmers and supported local workers with a staff of highly trained subject matter specialists at the State level.

The development of extension work in home economics and youth somewhat paralleled that of agriculture and a point was reached where many problems were no longer identified as being exclusively farm, home, or youth. Instead they came to be recognized as problems of the farm family.

Here again Extension countered by recognizing the farm and home as a complete unit with the family as its center and devised means and methods of assisting families with a great many more of their problems on a concerted and logical basis.

Adapting to Changes

With these developments there came the need for Extension to work with and through many kinds of groups and organizations. Its response to these challenges has been most gratifying. Many successful commodity associations, purchasing and marketing organizations, and other local and national institutions

(See *Changing Society*, page 54)

Specialization Keeps on Growing

by GEORGE B. ALCORN, Director of Agricultural Extension, California

IF you were a commercial vegetable grower in Monterey County, Calif., seeking advice from your county agricultural extension service office, you would find many of the advisors to be specialists, much as doctors are in a modern medical clinic.

But in addition to being specialized in a commodity, they would also be specialized in a certain subject such as entomology. In this, they would resemble the pathologist or virologist in a large clinic.

The Monterey County extension director and his staff pattern a part of their 9-person organization to meet the complex problems which face commercial growers of vegetables in that county. Vegetables rank as the number one crop, producing more than \$70 million gross return to Monterey growers in 1959.

The typical commercial vegetable grower in Monterey County intensively operates a large acreage of irrigated land. Several hundred dollars may be involved in producing a single acre of a vegetable, such as head lettuce. Operators or managers of these vegetable farms often are college graduates and have the

answers to many cultural problems. They realize, however, that they cannot keep abreast of scientific developments in such fields as weed control, entomology and nematology, soils and irrigation, and plant pathology.

Adjusted Responsibilities

To guide these vegetable growers more ably, four of the advisors were given both primary (horizontal) and secondary (vertical) responsibilities. The positions now have this type of division: Harry Agamalian—weed control (primary), agronomic crops (secondary); Norman McCalley—entomology (primary), vegetable crops (secondary); James Lugg—soils-irrigation (primary), vegetable crops (secondary); Arthur Greathead—plant pathology (primary), fruit crops (secondary).

The remainder of the county staff are not as clearly divided into horizontal and vertical duties. The county director, William Huffman, has vegetable crops as a responsibility, in addition to administration, communication, and public relations.

While only a few counties have

gone as far as Monterey in horizontal specialization, this trend shows in other highly specialized areas. Yet, the traditional commodity, or vertical, approach to problem-solving often will continue to be the most plausible. This is the one under which most of our staffs operate.

For example, one advisor is responsible for field crops, one for fruit crops, etc. We in extension are finding out what departments of research and instruction have discovered already, that the ideal is a mixture of both vertical and horizontal approaches.

We realize that specialized agriculture doesn't expect us to have all the answers, but it does expect us to be able to get the answers when needed. This means that our county program must be geared closely with our specialists and with the research arm of the University of California Division of Agricultural Sciences and the U.S. Department of Agriculture. It also means that our staff, of necessity, will have to do more applied testing or field research.

Our program for specialized commercial agriculture also will deal more largely with particular problems of the agricultural business community, including those who supply services to farmers and those who handle farm products.

Specialization Needed

The diversity, specialization, and intensity of California's commercial agriculture with its high capitalization means that our extension program must be specific. It must be aimed at a positive solution of the more pressing problems that face the industry.

In this market, generalized information and older published data are usually depreciated currency. We are long past the time when our extension field staff could act as general practitioners. We need and have, in effect, a clinic of specialists in our county offices.

With even more specialization of the field staff to be demanded in the 1960's, we need to consider basing this specialized staff on some area larger than the county. Already, we have pre-tested this method with
(See *Specialization*, page 54)



Monterey County Farm Advisor Harry Agamalian demonstrates a logarithmic sprayer applying weed-control chemicals.



facing the trend to

PART-TIME FARMING

by DAVID S. WEAVER, *Director of Extension, North Carolina*

ONE from many areas are the communities made up entirely of farmers. Now it's a combination of commercial farmers, part-time farmers, residential farmers, and families living in rural areas but depending entirely on the towns for their living.

Two large, and evidently increasing segments of the population in our rural communities are known as part-time and residential farmers.

Part-time farms, according to the 1954 census of agriculture, are those with value of farm sales of \$250 to \$1,199, provided the farm operator works off the farm 100 or more days each year and/or the nonfarm income received by him and the members of his family is greater than the value of farm products sold.

Residential farms are those with a total value of sales of farm products less than \$250.

In 1954 more than three out of 10 farms in the United States were classed by the census as either part-time or residential. In numbers, there were about 575,000 part-time farmers and 875,000 residential farmers.

There is great variation among States and regions in the extent of

part-time farming. In terms of numbers, the greatest concentration is in the South, particularly in the Southern Appalachian area.

As might be expected, some characteristics of part-time farming and part-time farm families differ from commercial farm operations.

Part-Time Farming Traits

In 1954 the average size of farm operated by part-time and residential farmers in the United States was 81.1 acres and 47.7 acres respectively, compared with an average of 242.5 for all farms. The average size of these farms was similar for all major regions whereas commercial farms varied from an average of 167 acres in the south to 799 acres in the West.

At least in the Southeast, part-time farm families are predominantly people with farm background who have sought employment off the farm. In a western Kentucky rural area in 1953, 82 percent of a sample of 189 part-time farm operators had originally farmed full-time. In a western North Carolina county in 1960, 30 percent of a sample of 87 part-time farm operators said they

inherited all or part of their land. More than three-fourths reported they had lived in the county at least 30 years.

Part-time farming is usually regarded as a step in the direction of a nonagricultural occupation but in some cases is a step in the other direction. There is some evidence that for large numbers it is looked on as a permanent arrangement.

Trend Causes

Several studies have revealed both economic and social factors as motives people have in combining farm and nonfarm work. Such economic motives include higher income through cash enterprises, lower food costs, and security against unemployment or in retirement. Non-economic motives include love for the open country, rearing children in a rural environment, or being one's own boss in a productive enterprise.

In the same North Carolina county mentioned above, 68 percent of the part-time farm operators and 73 percent of the homemakers said they would not be willing to give up farming altogether even though the operator could get a high paying job in town.

In another mountain county, a similar percentage of homemakers in 297 farm families with low income and low level of living scores said they would "not be willing to take a nonfarm job at an increase of half again as much income as they now had if it meant they would have to move the family to one of the larger towns in this area."

Several studies by agricultural economists in North Carolina have indicated that nonfarm employment is an effective means of supplementing farm family income. This is particularly true for the small operator faced with capital restrictions or who is unwilling to assume substantial risks involved in investing large sums of borrowed money in farming.

What is the impact of this growing segment of our population on Extension?

In the field of agriculture, one of the first general questions to be decided is how much time should be devoted to this "noncommercial" (See *Part-Time Trend*, page 63)

Tuning in New Audiences

by MYRTLE NESBITT, *Home Demonstration Agent*, and J. K. JONES, *County Agent, Greenville County, South Carolina*

TEN short years ago Greenville County had nearly 6,000 farms. Today that figure has shrunk to 2,300 according to the latest census. And of these, over half are part-time farmers, receiving more income off the farm than on it.

People? The population has grown by more than 50,000 during the same 10-year period.

Audience Changes

Industry is the reason for this increase. People are moving in for the many job opportunities. Metropolitan Greenville with its textile mills and other plants has a population of over 100,000. Five smaller towns with populations from 1,000 to 15,000 dot the county.

The rural area is covered with homes. From most of these come the workers that man the plants of the nearby cities—a total population of over 200,000 in the county.

Full-time farmers are much in the minority in the rural areas. Part-time farmers outnumber them. Rural non-farm people total more than both.

Yes, the audience has changed. Extension must tune in to new people. We've made an effort to do this.

The extension program has not been changed in its entirety. We have retained much of the old. We have enlarged and broadened the program to help meet the varied interests and needs of the nonfarm, city group.

For example, community programs on cotton would not have today the

large audience they enjoyed in the past. The same is true for many other agricultural and homemaking subjects.

As one "old timer" has said, "I can remember that just about 15 years ago when the lights were turned on in a schoolhouse 100 to 150 interested folks would be on hand shortly." Conditions like this no longer exist.

Shifting Interests

Interest has changed with the rapidly increasing urban nonfarm population. Questions on cotton, corn, hay, and other income crops have decreased as the number of farms declined.

Now, there are many questions on lawns, shrubs, house plants, family life, consumer education, home beautification, backyard fruit and nut trees, freezing foods, newer methods in canning, termites, upholstery, slipcovering, and the like.

The same is true in 4-H. Cotton and corn once were the main projects; that's no longer true. Boys' and girls' interests have changed, for most of them do not live on a farm although they live in rural areas.

Crafts, electricity, wildlife, home beautification, safety, good grooming, automotive, and similar projects now appeal to a larger number of 4-H members than in the past.

An extension worker now must have knowledge of many fields, for the questions asked are more varied. Phone calls and visits during one morning's work usually deal with over a dozen different, unrelated subjects.

Adapting Our Approach

Much of the organization and planning is carried out through our county agricultural committee and its various subgroups which pinpoint those things that suit our varied-interest audience. This approach is not new; the committees just cover broader subject matter.

Meetings are still going on—but in a different way.

Home demonstration clubs, 4-H clubs, commodity group meetings, and special interest groups help in

reaching our new audience by adapting programs to fill their needs and interests.

Added to this, extension work with garden clubs, civic clubs, professional groups, homemakers clubs, and community clubs helps to get the story across and meet the desires of these people.

Farm meetings have taken a new twist. In some cases, morning and afternoon sessions on the same subject are held to allow those working on different mill shifts to attend. Luncheon and dinner meetings have also become a popular means of reaching our audience.

Likewise with 4-H some changes have been made. More and more out-of-school clubs are being organized in rural nonfarm areas. Special interest clubs in tractor maintenance, farm and home electricity, automotive, dairy calf, health, and others are used to reach our new rural-urban group of youngsters.

Public Contacts

Daily radio, weekly TV programs, weekly columns by the county and home agent, and spot news help in reaching our varied audience.

Another way we reach a large number of people is by setting up an extension information center at our weekly livestock auctions, which usually attract several hundred people. At this information center bulletins and circulars are displayed and distributed, short talks on timely topics are made over a loudspeaker, and conferences are held.

Bulletin racks are also on display at feed and seed stores and other farm and rural gathering places in the county.

Toll-free telephones cover the county, and they are used to advantage. Now more people can be reached by telephone than by farm visits. In fact, traffic congestion in the city, along with restricted parking, has greatly reduced calls at the county agents' offices.

This trend will continue in the future. More program changes will be made as necessary to fulfill the needs of our changing audience in Greenville County. Extension's job is not easier; but we have always welcomed a real challenge.



REMODELING our farm management program

by J. A. WHEELER, *Union County Agricultural Extension Agent, Kentucky*

UNION County farmers are not driving the same tractors, the same trucks, nor the same cars they used 2 decades ago. Neither are they using the same management methods they used in days gone by. Modern needs, new techniques, and better know-how brought management changes. They have also called for new teaching procedures in our farm management program.

Many Union County farmers are progressive; at the same time they are definitely aware of their inefficiencies in management. They recognized several years ago that if they

were to stay "out front" in the highly competitive field of farming, they needed immediate help.

So, in 1957, the Union County extension agents and extension council, with the cooperation of several departments of the University of Kentucky, set up an intensified Farm Management School.

Twenty-five farmers who were considered successful operators were enrolled for a continuous 5-day period of intensive classroom work. The purpose was to teach them the basic principles of farm planning and "linear programing."

On the first day of the school, the group visited a representative or "key" farm, which had been selected previously for an on-the-farm study of the operations. After agreeing on price and cost levels and other assumed factors, the overall group split into five working committees. Each committee was told to work out a total plan for the key farm, setting its own limitations on capital, labor, and various enterprise investments.

The training given in this school was designed to teach the farmers how to put together the use of land, labor, and capital; and the development of each enterprise for maximum income as well as the greatest satisfaction to the operator and his family.

Personal Comparisons

The climax came when each committee presented its farm plan, and the agricultural economics department of the university presented its plan. Notably, all the plans called for expansion in crop production and significant increases in yields.

It was evident that with more efficient labor and machinery use, and expanded capital investments, a substantial increase in net returns could be gained. The enrolled members discovered that they had much higher income potentials with their present resources than they had known.

After this 5-day school there was considerable need for on-the-farm followup by the agent, as each farmer began to plan for more efficient operation in one or more enterprises.

The next year the same group held a second 5-day training period, which this time included farmstead layout and materials-handling. The agricultural engineering department of the university took a prominent part in this 5-day school.

Because of growing interest by farmers, a new group of 25 was set up this second year and given similar training. Of course, this involved holding two schools.

At the beginning of the third year still another group was organized and put through the same training procedures as the two previous ones.

(See Farm Management, page 58)

The Vacation Business Is Our Business

by JAMES W. GOOCH, *Information Specialist, Upper Peninsula, Michigan*

How do you preserve the beauty of a wilderness area and yet put up enough signs or billboards to stop the passing motorist? How do you get capital enough to build plush resort accommodations demanded by today's competitive tourist industry? How do you train and keep competent employees when trends and tradition cause the cream of the youth crop to migrate out of the area?

These are tough questions to answer. But it can be done.

Educational Resources

Michigan county extension agents in the Upper Peninsula resort area don't get the answers from the conventional bulletin rack or from the typical extension specialists. The Michigan State University Cooperative Extension Service has maintained three tourist and resort specialists for nearly 15 years. These specialists conduct research in such areas as food service, motel and resort design, landscaping, and management problems. They also make periodic visits into the resort country

where tourism is a \$150 million industry.

The county agent, however, is the key contact with the tourist industry.

In addition to assistance from the three tourist and resort specialists, the Peninsula county agents have a direct line to the services of all of the university's colleges.

A strong believer in providing individuals a chance to adjust and develop their capabilities for serving a changing clientele, District Extension Director Daniel W. Sturt arranged for a continuing inservice training program for county agents. The county people spend from 5 to 10 days each year studying in depth the trends of the tourist industry and available educational resources.

The three-sided program for the tourist industry includes personal counseling, group training, and assistance to promotional organizations.

Training Groups

District tourist and resort institutes in 1958 and 1959 provided owners and operators an opportunity for training and acquainted them with educational resources available.

Several hundred have graduated from waitress-training sessions in Houghton, Marquette, Luce, Gogebic, Ontonagon, and Dickinson Counties.

Many high school boys and girls are trained in 3 or 4-week short courses and hospitality schools each winter to help boost their employment opportunities the following summer. These teen-agers receive special training in such areas as merchandising, personal grooming, and landscaping and are fortified with enough area information to send any tourist happily down the road. In Houghton County, where 212 boys and girls completed the course last year, many resort operators now ask whether

teen-agers have had the training before considering them for employment.

Training sessions for retail sales clerks have proven effective in Iron and Alger Counties. All available local people are used for instruction at these training classes.

Upper Peninsula county agents now work with individual tourist operators as well as the dairymen, potato, and strawberry producers who have survived recent farming adjustments. Farmers are interested in seeing the tourist industry grow since the increased business results in a stronger market for local farm products. Also, many farmers are employed part-time in the tourist industry.

Tourist and resort operators have found it useful to organize in many areas. Extension agents have served as coordinators. In addition to the trade associations' usefulness for group action and planning, they also provide a good working base for educational programs.

Checking Reactions

County surveys show trends and attitudes so operators can best prepare to draw and serve tourists. Such a survey last year in Iron and Delta Counties indicated a heavy run of campers would hit the area. The information helped the businessmen gear up for summertime visitors.

To gain a clear picture of tourist wants and needs, an intensive survey was carried out in each county one summer. The questionnaires gave operators information about where tourists came from, why they came, and their reactions to facilities and services.

Tourists coming into the Upper Peninsula are happily aware of improved services and facilities. Some changes are obvious—such as modern motels or resorts replacing small cabin units.

Tourism holds great potential for the Upper Peninsula's economic development. People in all counties are seeking help in management, improving facilities, training people, and organizing trade groups. And Extension has taken hold of this golden opportunity to work with a new audience.



Marquette County Agent Mel Nyquist (right) confers with an Upper Peninsula motel operator on the tourist business.

Forestry Boosts Agricultural Income

by JOHN R. POTTER, Anson County Agricultural Agent, North Carolina

COTTON in Anson County can no longer claim the title of "King."

Although it continues to be an important crop, many farmers have found it necessary to look for other sources of income. What is helping overcome this loss in income from cotton? Many farmers say that the sale of forest products is a "life-saver."

For years the harvesting of forest products was done haphazardly with little thought to the future. With greatly improved practices during the last 10 years, more farmers are now treating their woodlands as a crop.

Examples of "slaughtered" woodlands in previous years have impressed upon farmers the need to follow a good management program. This is now paying dividends.

Tree Planting Program

Planting unprofitable cropland to pine seedlings is an important phase of the program. During the 1958-59 planting season the Anson extension staff placed orders for 4,169,000 tree seedlings. This was more than the entire production of seedlings in the State of North Carolina during the 1946-47 planting season.

Local banks took a keen interest in this program. They purchased the first mechanical tree planter in the county in 1956. This stimulated interest among others and within 3 years 10 planters were in operation in the county on a custom basis.

During the last 10 years, approximately 20,000 acres have been planted to new woodland. Young trees planted during the last 10 years are a good investment for the future supply of forest products in the county.

Special assistance was given farmers by conducting demonstrations on planting and care of pine seedlings. Working closely with custom operators has also aided greatly in getting trees planted properly.

Better management of existing stands of timber is as necessary as the establishment of new woodland. With thousands of acres in need of proper thinning, efforts have been made to teach owners how to do this job. Method demonstrations have proved one of the most effective means of getting this practice in effect. Joint efforts of Extension Service, Forest Service, pulpwood companies, and other agencies have aided in getting more farmers to do a better job.

Pilot Forestry Project

A pilot forestry demonstration started in 1958 provides an opportunity for farmers to see various phases of woodland management being practiced.

This project is sponsored by the Southern Pulpwood Conservation Association with one of the pulp and paper companies paying the expenses and performing the work of the area.

A local committee, consisting of representatives from Extension, Soil Conservation, vocational agriculture, Forest Service, lumber and pulp companies, consulting foresters, and farmers, determines and recommends the practices to be put into effect.

The cooperation of this committee has been excellent and has provided a good opportunity for representatives from various groups to work together toward a good, unified forest management program. This project is creating much interest and will be a "show place" in the future, illustrating what can be done under good management.

Successful marketing depends to a great extent on how much the timber owner knows about existing market outlets and good sales procedure. In order to assist woodland owners, the N. C. Agricultural Extension Service, in cooperation with the Southeastern Forestry Experiment Station, has published a timber marketing guide for Anson farmers.



Proper management of woodlands is most effectively put across to owners through demonstrations supported by Extension, Forest Service, and other interested agencies.

This guide lists buyers of wood products, sales procedure, forestry assistance available, and other valuable marketing information. Information compiled in this guide is an aid to any farmer ready to market his wood products.

Role of Extension

The role of Extension in the total forestry management program continues to be educational. Through meetings, method and result demonstrations, and personal assistance to farmers, Extension is stressing all phases of woodland management.

When assistance is requested by farmers on management problems, the worker visits the farm to study and advise the owner concerning his individual situation. Once the situation has been analyzed, Extension refers the farmer to the best source of assistance available to help carry out his project.

Reference is often made to the Forest Service, consulting foresters, and representatives of pulp and lumber companies. A special effort has been made to work closely with
(See *Boosting Income*, page 58)

A Tool for Helping Farmers Make Choices Regarding the 1961 Feed Grain Program

SHOULD I shift some acres out of feed grain production in 1961? If so, how many acres should I shift? How will this affect our family income? Our work load? The risks we take?

These are a few of the questions facing farmers right now. And with the planting season at hand, decisions must be made promptly.

No pat answers can be given to these questions! Each farmer must decide on the basis of his own individual situation and resources.

To make a decision that he will be happy to live with, and to make it quickly, the farmer needs some specific information. And he needs an efficient tool for figuring out what course of action will be to his advantage. The budget form on the opposite page is such a tool.

The budget form calls for detailed information, as you will note. Much of this information must come from State and local sources and from the individual farmer. The latter is particularly true for production cost data.

County agricultural agents can be of great help to farmers by:

- Placing such a budget form in their hands.
- Showing them how to use it.
- Helping them to get the necessary information.

Farmers will, of course, get information on provisions of the program from the ASC office.

State specialists can help agents estimate typical cost data. These data will be useful in showing farmers how to use the form. Also, in addition to cost information, farmers will be seeking information from Extension concerning practices that might be followed on land being retired for one year.

If the form needs revision to make it better fit local farmers' situations, farm management specialists can offer suggestions to agents.

Purpose of the form is to estimate the effect of participation on the individual farmer's net income. Only costs that would be affected by participation in the feed grain program should be considered. It is not necessary to estimate receipts and expenses that will remain the same whether he participates in the feed grain program or not.

Using this form, a farmer can compare his expected net income if he doesn't reduce feed grain acreage with his expected net income if he does. He may want to compute net income for reducing different percentages of acreage. In that case, he will need extra copies of the form.

In Section A of the form, the farmer estimates gross income from feed grain acreage. First he multiplies the total number of feed grain

acres times expected yield per acre times the net value per bushel he expects his grain to be worth. This will be his expected total gross income from these acres.

The term "net value per bushel" is used instead of "net price" to fit both the farmer who buys extra grain for feeding and the farmer who sells grain. If the farmer buys grain, the net value per bushel is the price he would have to pay plus any cash costs of delivery to his farm. If he sells grain, the net value is the price he could get minus any necessary costs for hauling, drying, storage, etc.

In considering reduction of feed grain acreage, the farmer multiplies the number of acres he intends to plant times his expected yield per acre times the net value per bushel. In addition, he will receive special payments for participation in the program. To figure these payments, the farmer multiplies the number of acres diverted times the payment rate established for his farm.

Other Income

The farmer should also estimate the income or value of family labor and other resources saved by shifting acreage out of production. For example, if he can use his time on a part-time job in town or doing custom work, the estimated pay for such work should be included.

And he may need to include interest on his cash. Cash that would normally be invested for seed and other production costs might be invested in other ways or earn interest. If the farmer normally borrows money for production costs, he should include interest saved.

So gross income expected from participation in the program will consist of the value of crops produced plus special payments for program participation plus the value of resources saved.

Section B of the form deals with "variable costs." Variable costs are those that will be different if he participates in the program. They must be distinguished from the fixed (or overhead) costs such as taxes, depreciation, and mortgage interest. The fixed costs do not enter into the computations because they will have to be paid regardless of the feed grain

Other Facts to Consider

Intangible factors, besides the effect on a farmer's net income, should be weighed by a farmer in making a decision on participation in the Feed Grain Program. A farmer needs to consider the effects of his participation on the entire agricultural economy and on society.

In sending proposed Feed Grain legislation to Congress, President Kennedy said: "Although this is an emergency program, it is consistent with our long-range objectives and would accomplish the following:

- (1) a moderate increase in (total) farm income; (2) a saving of several hundred million dollars of Government funds; and (3) a holding down or reduction of surplus stocks to more manageable proportions."

acreage planted. Storage may be a variable or fixed cost, depending on whether the farmer has his own or rents storage.

The farmer estimates variable production costs for all of his feed grain acreage. These will represent his total variable costs if he does not reduce acreage. Next he estimates variable production costs for the percentage of acreage he considers planting (for example, 80 percent of his total feed grain acreage). Then he estimates his expected costs on the acres shifted out of production. Together, these will represent his total variable costs if he participates in the feed grain program.

In Section C, the farmer can easily compare effects on his net income. He merely subtracts total variable costs from total gross income to obtain net income. Then he compares net income for no acreage reduction with net income if he shifts part of his acreage out of feed grain production.

In addition to the effect on net income, the farmer should consider other factors if he is to make sound judgments. In Section D are lines for the farmer to note how he weighs these other considerations.

If participation in the feed grain program will affect a farmer's eligibility for price supports on other crops, this may be an important consideration. The farmer will need to estimate how much the price supports on other crops are worth to him and weigh this factor in considering participation in the feed grain program.

Reduction of risk is an important factor. Each farmer needs to ask himself, "What is it worth to me to have a specified, sure income for part of my acreage?"

The increased conservation and fertility resulting from shifting land into soil conservation uses for a year may also be important considerations.

Some farmers are in the process of expanding their farm businesses. Others are working toward gradual retirement. Each farmer needs to consider how participation would affect his purposes and plans.

With all the facts, and this budget form, the farmer can decide whether or not he should participate in the 1961 Feed Grain Program.

A Farmer's Choices Regarding 1961 Feed Grain Program

SECTION A. GROSS INCOME

VALUE OF CROPS PRODUCED			No Acreage Reduction	% Acreage Reduction
No Acreage Reduction:	_____ x _____ x _____	\$ _____		
	acres bu. per acre expected net value per bu.			
% Acreage Reduction:	_____ x _____ x _____	XXXXXXX \$ _____		
	acres bu. per acre expected net value per bu.			
PAYMENTS FOR PARTICIPATION				
_____ x _____	XXXXXXX \$ _____			
acres shifted out of production payment rate				
_____ x _____	XXXXXXX \$ _____			
acres shifted out of production payment rate				
additional payments authorized by law, if any XXXXXX \$ _____				
VALUE OF RESOURCES SAVED BY SHIFTING ACREAGE OUT OF PRODUCTION				
Family Labor Saved—Estimated Value in Other Uses (Wages, custom work, etc.)	XXXXXXX \$ _____			
Interest Saved (Interest on money for cash costs eliminated)	XXXXXXX \$ _____			
Other Resources Saved, if any	XXXXXXX \$ _____			
TOTAL GROSS INCOME			\$ _____	\$ _____

SECTION B. VARIABLE COSTS

VARIABLE PRODUCTION COSTS	No Acreage Reduction	% Acreage Reduction
Seed	\$ _____	\$ _____
Fertilizer	\$ _____	\$ _____
Chemicals for Insect and/or Weed Control	\$ _____	\$ _____
Fuel, Oil, Repairs	\$ _____	\$ _____
Hired Labor	\$ _____	\$ _____
Custom Work	\$ _____	\$ _____
Hired Trucking	\$ _____	\$ _____
Other Variable Production Costs	\$ _____	\$ _____
Total Variable Production Costs	\$ _____	\$ _____
COSTS ON ACREAGE SHIFTED		
Cover Establishment	XXXXXXX \$ _____	\$ _____
Noxious Weed Control	XXXXXXX \$ _____	\$ _____
Other Costs, if any	XXXXXXX \$ _____	\$ _____
Total Costs on Acreage Shifted	XXXXXXX \$ _____	\$ _____
TOTAL VARIABLE COSTS	\$ _____	\$ _____

SECTION C. EFFECT ON INCOME

	No Acreage Reduction	% Acreage Reduction
TOTAL GROSS INCOME LESS TOTAL VARIABLE COSTS = NET INCOME	\$ _____	\$ _____

SECTION D. OTHER EFFECTS OF SHIFTING ACREAGE OUT OF PRODUCTION

Reduced Risk	_____
Increased Conservation and Fertility	_____
More Time for Managing Acreage in Production	_____
Other Effects on Farm Operations	_____
Other Considerations	_____

SPECIALIZATION

(From page 46)

area farm and home advisors. In two adjoining counties in the San Joaquin Valley, one poultry farm advisor handles the problems dealing with chickens in both counties and another handles the turkey problems in both.

Most extension staff members are fully aware of the trend toward fewer and larger farms. The trend in California differs little from that for the entire country. The U.S. movement toward larger farms is shown by the average size of com-

mercial farms from 1945 to 1954: 255 acres in 1945; 300 acres in 1950; 336 acres in 1954.

In California, we had in rounded numbers, 139,000 farms in 1945; 137,000 in 1950; and 123,000 in 1954 with the average size of all farms increasing from 252 acres in 1945 to 263 in 1950, and then jumping to 307 in 1954. We believe the 1960 census will show a continuation of this trend.

The figures do not give the complete story. One way that a farmer increases his gross income is by farming more intensively—choosing a more intensive crop, or growing

two or three crops on a piece of land during a year, instead of one.

Agricultural extension also needs to intensify its operations to meet the requirements of the fewer but more highly trained farm operators engaged in an increasingly more specialized agriculture. Our ideas of what farmers need should be scrutinized in the light of today's strong trend toward intensification and specialization. Our organization must be able to answer the needs of the college-educated farmer engaged in the intensive highly-capitalized and specialized agriculture of the future.

CHANGING SOCIETY

(From page 45)

provide evidence of Extension's ability and willingness to work in these areas.

Accelerated advances in all phases of agriculture and homemaking since World War II, the shift of many traditional agricultural production functions from the farm to industry, and the rapid movement of people from rural to urban surroundings have combined to project the Smith-Lever phrase "subjects relating to agriculture and home economics" to include many new types of subject matter. With its realm of responsibility thus broadened, Extension has expanded its educational programs into many new areas and sought new approaches and methods to fulfill its mandate.

Extension's recognition of this increased responsibility is shown in the Scope Report and its effort to meet these new demands is evidenced in the increasing emphasis given to community and resource development, public affairs education, and other areas.

Forces at work in recent years have tended to bring all families more nearly together in wants, desires, and living standards. There will continue to be a need for the homemaking groups through which much extension work has been done in the past, but these groups must adjust to newer needs and programs.

In addition, Extension must recognize many special audiences such as

the beginning homemaker, the working wife and mother, the young parent, and the elderly or retired person.

In working with young people, Extension must broaden its concept of youth work to make sure it offers all the service it is capable of giving to different, recognizable areas of youth development. 4-H club work has served the nation well, but there is a need to provide more stimulating and challenging experiences, especially for older club members.

Above all, as Extension looks to the future, we must provide the very best in staff personnel. At the State level we must have personnel with the highest academic training possible and with outstanding leadership abilities. Increased academic and inservice training is also rapidly becoming necessary for county workers.

Adjusting Our Sights

We must plan for the future. The time has passed when a "plan of work" for a year was sufficient. We must study data and project trends. We must set goals for years to come.

Here in Georgia we have done this with a State Agricultural Program, based on the Scope Report, embracing all areas of agriculture, home economics, and youth development. This program is used by the counties in formulating their own programs. We expect this State program to add at least \$400 million annually to the income of the State's farm people by

1965. Many aspects of this program, such as the soil fertility program, are now being adapted by other States.

The declining number of farmers, interpreted by some as an indication of a decreasing need for Extension, is seen by Extension as a signal to intensify technology and management education among the remaining farmers. The paramount importance of this need becomes obvious when you consider the fact that as population continues to increase, more and more people are dependent on fewer and fewer farmers for the essentials of life.

As a result of changes taking place, Extension in the South today is in an unprecedented position of strength, leadership, and public acceptance. Because of this position, Extension's opportunity to serve the needs of people is likewise greater than ever before.

Maintaining this position in the difficult years ahead will not be an easy task. We must dedicate ourselves to carrying out the objectives of the Scope Report. In doing so we must:

- Keep close to the people.
- Be flexible and ready to grasp with firmness new problems as they arise.
- Work with people in seeking practical solutions to their problems.
- Keep abreast of technological and social change.
- Close the gap between research discovery and practical application.

Confronted and Guided by Change

by GERTRUDE HUMPHREYS, *State Leader, Home Demonstration Work, West Virginia*

CHANGE, like the weather, is ever with us. Just as people adapt their clothing, their housing, and their activities to the changes in weather, so has Extension adapted its program and its methods to the changes that affect people—their way of life, their homes, and their communities.

Because of a change in the viewpoints, interests, and needs of West Virginia rural women, a series of lesson leaflets called *Adventures in Good Living* came into being.

These women wanted information and discussion outlines that would help them to perpetuate, through the influence of their families and their communities, the ideas and values that are basic in a longtime program of rural development. They wanted this kind of information in addition to the usual homemaking and house-keeping subjects.

This series took root in the autumn of 1932, was used first in 1933, and has continued each year since. The theme and the monthly discussion topics change each year to meet the current interests, problems, and needs of people in the State. But the basic objectives and format of the leaflets remain much the same.

The style of writing is informal. Questions are used at the beginning to relate the lesson subject to the individual's knowledge and experience in her home or community.

The information in the leaflet is intended to form the nucleus for discussion, and also to stimulate the desire for further reading and study. Most of the leaflets include a list of reference materials.

Each leaflet has an outline of suggestions to serve as a guide to the leader of the lesson in her club or community group. At the end of this outline is a suggestion for followup action in the homes and/or the community.

The subjects of the lessons each year grow out of the State Program Planning Conference where women leaders from counties, extension specialists, supervisors, and home demonstration agents meet to study and analyze current interests, needs, and problems of West Virginia families and communities.

The use of the leaflets has led to constructive action by local and county groups. For example, as a

result of the study of the lessons, *Let's Understand Mental Illness* and *Let's Promote Good Mental Health*, people of one county became greatly interested in the State mental hospitals. They visited the hospital in their area, and at once put into action the suggestions made by the hospital superintendent for the immediate and long-time benefit of patients.

The clubs cooperated with other organizations to form a county Mental Health Society. Also, arrangements were made for a staff member from one of the hospitals to come to the county regularly for interviews with persons who wished to discuss mental health problems. For the promotion of good mental health, attention was centered on the development of a family life study program.

Many of the leaflets on subjects of interest to the public are used by community groups and organizations other than those with which Extension works regularly.

For instance, *Your Doctor, Your Community, and You; Is Your Family Physically Fit*; and other health lessons, have been widely used. *Highway Safety*, *Our Part in Civil Defense*, *Duties and Privileges of Jury Service*, *Wills and Deeds*, *Your Social Security Program*, *Do You Know Your Schools?*, *Youth Today—Useful Citizens Tomorrow*, *You and the United Nations*—have been used by many community groups and organizations.

Far-Reaching Values

Two direct values of this discussion-type lesson are that all members of the group have an opportunity to participate, and that a member of the local group, the lesson leader, feels a responsibility for the success of the lesson.

An indirect value has been the number of professional, business, government, and other leaders who have become more familiar with, and more interested in the home demonstration part of the total extension program. This familiarity may grow from having a part in preparing the lessons, or through helping to conduct county training meetings for the lesson leaders.

(See *Guided by Change*, page 56)



Dr. Reginald Krause, Chairman of the Department of Biochemistry, School of Medicine, West Virginia University, helped train these lesson leaders in a Monongalia County meeting.

GUIDED BY CHANGE

(From page 55)

These persons have included doctors, dentists, public health workers, psychiatrists, attorneys, State legislators, school superintendents and principals, librarians, college administrators, civil defense directors, ministers, State troopers, and social security workers.

Yes, times change; interests and needs change; new subjects and new ideas replace the old. But any device which gives members of a group the opportunity to get new ideas, to think, to express their own opinions, and to plan together for constructive action, is easily adaptable.

Such a device can be a strong thread in the warp of the long-time program, to give strength to the ever-changing pattern woven each year. This idea is reflected in the theme of the 1961 series—Confronted by Change—Guided by Values.

URBANIZATION

(From page 44)

tion and assistance. Two years ago they adopted from certain Massachusetts and New York counties the idea of an automatic 24-hour telephone answering service. This "Tip-o-phone" service, involving tape recorded messages on current problems, has become an important feature in the home horticulture and home economics extension programs. Calls average 250 a day.

New Jersey extension home economics programs are largely conducted through trained local lay leaders. They are trained in subject matter and teaching methods by agents and specialists in classes at the county level. These leaders then organize and conduct local community classes.

Our agricultural agents and specialists are using leader training on a similar basis, often with professional or semi-professional people serving as leaders. Training meetings are held for garden supply dealers, poultry servicemen, landscape gardeners, nurserymen, etc. These then become our spokesmen, promoting extension's recommendations and practices with farmers, home gardeners, and others.

The Bergen County agents have

successfully trained lay leaders in home gardening who then fill requests for talks to garden clubs, home owners, and other groups on home gardening topics. This takes a tremendous burden off the agents who cannot possibly meet the volume of requests for such talks.

To meet the vast interest in home gardening and home grounds landscaping and maintenance, all of our county agricultural agents are conducting countywide extension home gardening courses for homeowners and public grounds maintenance personnel. Several urban counties are also conducting technical training meetings for industrial and public grounds maintenance men.

Among the problems posed by urban trends for our northeastern extension home economics personnel, the following are typical: the complexity of consumer choices—we meet this by emphasizing consumer information in all subject matter fields; competition for people's time and attention—this is met by greater use of mass media, shorter and simpler publications, use of more volunteer leaders, and intensified leader training; changing role of family members—we are providing more how-to-do-it information; meal management—our efforts emphasize planned purchasing and advance preparation; and lack of personal and family security—we approach this by helping family members to better understand themselves and others through a project on Family Strength and Security.

Shifts in 4-H

The 4-H club programs in the Northeast have felt the impact of urbanization, too. New Jersey has seen a decided shift in the backgrounds and home environments of 4-H members during the past decade. In 1950, 53 percent of our club enrollment came from farm homes and 47 percent rural nonfarm and urban—approximately 10 percent urban. In 1960, only 23.2 percent came from farm homes, with 46.5 percent from rural nonfarm homes, and 30.3 percent coming from urban homes.

Similar trends have occurred in other northeastern States. This has created a demand for new 4-H projects better adapted to the interests

and home resources of the urban and rural nonfarm members.

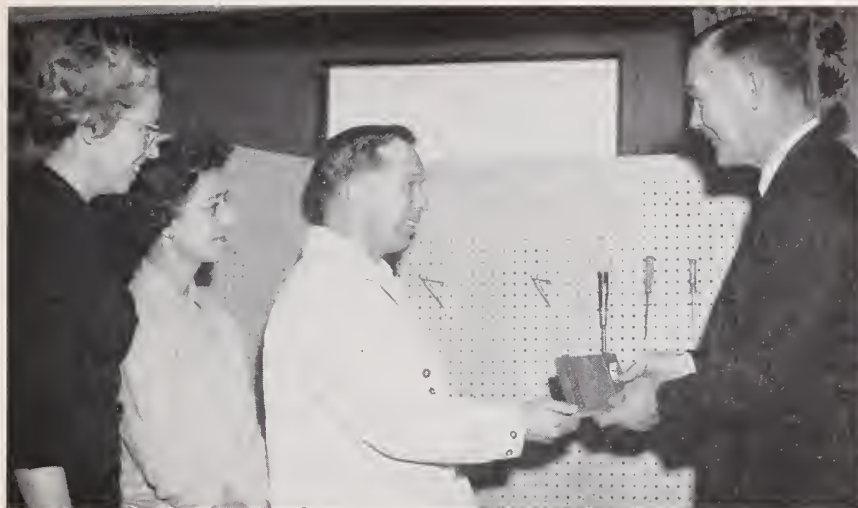
State leaders, club agents, and specialists have developed new project materials on a regional basis. An example is the Plan and Plant for Beauty project by New Jersey, Pennsylvania, Delaware, and Maryland. This is well adapted to 4-H members with a nonfarm background, but equally suited to farm boys and girls.

The 4-H emphasis has broadened from teaching skills and improved practices to giving greater attention to youth development objectives—career exploration, scientific alertness, social know-how, individual and group responsibility and cooperation. These adjustments have been made in response to the changing interests and home environments of 4-H members.

We now have 4-H clubs in the heart of some of our larger cities. An example is the 2-year-old Alexander Hamilton Club organized in a low-cost housing project in Paterson. The city fathers, civic leaders, and social leaders are enthused over the contribution 4-H is making and can make to the development of under-privileged, as well as better-off, boys and girls of their communities.

Perhaps our greatest new need in Extension in areas experiencing the impact of urbanization is a reinforcement of our resources in the social sciences. Help is needed to assist State and county personnel understand the cause and effect of individual and community adjustments. New Jersey is now looking for an extension sociologist to serve as a "community adjustment specialist" to give this help.

The modern urban industrial society which dominates New Jersey and much of the Northeast creates endless new community, area, statewide, and regional issues, problems, and policies. These involve inevitable changes in residential patterns and family relations, human mobility and occupational choices, mass communications, transportation, economic processes and political groupings, and taxes. These then become dominant problems of those with whom we work in extension programs and must be taken into account as we plan for the future.



Harry Sandquist, Malheur County chairman, gives a man's-eye-view of storage timesavers to participants in a session on management. Edna Mae Wimsatt, home agent, is at left.

A Scheme to Fit a Dream

by **BERNICE STRAWN**, *Home Management and Equipment Specialist, Oregon*

KEEPING up on payments for automatic appliances is easier for many families than keeping themselves up-to-date on methods and management.

Modern devices alone don't make dreams of carefree living come true. A woman has to know more than ever before to manage a home. And many don't know Extension can help them find a scheme for their dream.

Today, over half of Oregon's brides are 15 to 19 years old and have to make a quick shift from yesterday's game of spinning the bottle to heating it in the middle of the night.

Several homemakers have been referred to the extension agent for management assistance when overtones of tension in the family have indicated the wife was not a good manager. Another group constantly looking for more schemes to shortcut their chores are working mothers.

Planning Short Courses

To serve the new audiences, the extension units in seven Oregon counties have sponsored time management short courses concentrated in a period of 4 or 5 weeks. Started first as a summer activity, these work-

shops are now scheduled throughout the year. Two-hour, weekly classes give an opportunity to teach this subject in greater depth than possible in the regular unit program.

The steering committee is the key to the success of these activities. Made up of unit and nonunit members, they shoulder the responsibility for organizational details. These committee members are chosen for their personal interest in the series as well as their influence as community leaders.

If possible, one person with writing ability is selected to assist the agent with publicity. The group personally canvasses the area to determine interest in the proposed activity. Their ideas also guide us in planning subject matter. At programs they serve as hostesses, take the lead in discussions, and recruit prospects for unit membership.

Topics chosen deal with management and work simplification principles applied to household jobs such as cleaning, laundry, kitchen work, and storage. In one county, meal management was requested. Regardless of the subjects chosen, we always emphasize homemaking as a creative and challenging profession and that

good managers are made, not born.

These are overview programs intended to stimulate thinking and further study. Each week's subject might be a series in itself and we are looking to the time when this may be possible.

To reach a new audience, brochures describing the series are placed in "waiting places" such as clinics and help-yourself laundries. Mimeographed announcements are sent to mothers via grade school children. Ministers are glad to announce this program to their church organizations. The most effective means found in the counties where evaluations have been made are personal contact by a friend and news stories.

Registration data in some counties show up to two-thirds of the audience had no previous contact with Extension. The list of their husbands' occupations is like looking at the "yellow pages"—dentist, farmer, teacher, logger, realtor, salesman, minister, store manager, truck driver, carpenter, and mechanic.

In one county, women were invited to bring husbands to an evening session for a discussion on storage. Involving two people from the same family, especially when one of them is handy with a hammer, multiplies results.

Night sessions bring out working wives who want help in managing two jobs at once.

Interest Getters

To expand the audience, each person in attendance is invited to have a "coffee pal" who is interested but cannot attend. She registers for her friend and agrees to take the hand-out literature and discuss the lesson with her over a cup of coffee. This gives the lady who attends an opportunity to review what she learned and exchange ideas with another person.

To hold the audience from week to week, teasers for the next program are presented. Although the women are enthusiastic about the meetings, there are many conflicting activities and an unsolved problem posed at the close of the meeting arouses their curiosity.

(See *Fit a Dream*, page 58)

FARM MANAGEMENT

(From page 49)

Thus after 3 years, a total of 75 farmers have been serviced by the intensified farm management school program.

This year, the first two groups were combined, and the combined group delved into more detailed enterprise studies relative to corn, hogs, and beef cattle.

As these 75 farmers began to reorganize their businesses they needed to make many new decisions, involving major adjustments in such matters as double cropping, continuous corn, field shellers for corn harvest, use of silos for feed preservation, wet corn storage, concrete floors for feeding areas for beef cattle and hogs, and automation in livestock feeding.

Seeking Further Proof

Before investing in these area, and by now the need for that was evident, they wanted to see if other farmers who had made such adjustments were finding them successful. So, in February 1960, a 2-day bus tour was conducted into Illinois and Indiana to study large-scale mechanized livestock production.

This tour was arranged through the cooperative efforts of the farm management representatives of the University of Illinois, Purdue University, and the University of Kentucky. We were assisted by the extension agents in counties visited, and the Farm Bureau-Farm Management Association in southeastern Illinois.

The group was impressed by the 2-day bus tour. They visited six farms where records proved the practices being followed were highly successful.

This farm management study group met again in February 1961 to discuss their accomplishments over the past 4 years, and take up some related areas of farm management.

Many adjustments have been made by these farmers since the beginning of this program. They are on the road to their maximum profit goal. Other improvements will follow.

As working tools this group has used agronomy tours, on-the-farm hog meetings, corn-harvesting field

meetings, materials-handling field days, and others.

This method of teaching has provided, and we believe will continue to provide, a unity of purpose and a medium through which the local extension service can carry on worthwhile and needed work in farm management.

BOOSTING INCOME

(From page 51)

these groups in the total program. By all groups and individuals working together toward a common goal, a more effective management program is being accomplished.

Income from forest products has aided greatly in overcoming income lost from cotton during the last 10 years. The results of better woodland management can be seen in the tremendous increase in the pulpwood industry.

During 1959, 30,000 cords of pulpwood were shipped from woodyards in Anson County with an income of \$420,000 to woodland owners. Sales from lumber and other wood products amounted to an additional \$760,000.

Sharing in this increased income have been not only farmers, but also equipment and farm supply dealers and local business firms. Additional employment for many workers has resulted from the new jobs created.

The future for the forestry industry in Anson County is bright. Good woodland management will continue to pay dividends.

FIT A DREAM

(From page 57)

For example, two men's shirts are shown, one wrinkled and one smooth. We tell them, "These shirts are identical. Neither has been touched with an iron. What made the difference? Next week we will give you the answer when we demonstrate minute-slicers in the laundry."

To start action and stimulate schemes for dreams as early as possible, the steering committee is asked to make short work simplification studies at home. For example, one woman found she could save 74 steps in setting the table by rearranging her supplies. Ideas such as this re-

ported at the first meeting are action-stimulators for those who came intending to sit back and listen only. Said one homemaker after meeting, "I find I'm really anxious now to get home and clean house."

A short period is set aside at each program for a lively round of "testimonials" by the audience on how they applied the last lesson. This also helps us evaluate each meeting. A more complete study is made at the end of the series.

Several months are required to make some dreams ring true. However, many homemakers report making six to eight changes during the 5-week series.

Results Continue

Results don't stop when the last chair is folded at the final session. A group of nine women in the pilot county decided this workshop had given them the boost they needed and they wished to continue. They have been meeting "on their own" twice a month since the close of the series 7 months ago. Each takes a turn in presenting a phase of management using literature obtained from the county agent. The hostess in whose home the meeting is held demonstrates the changes she has made as a result of the earlier programs.

Evaluation has been by questionnaire at the final meeting and casual, personal interviews at meetings. In the pilot county, eight followup home calls made on request for further assistance gave opportunity for on-the-spot checking.

Evaluations completed in two counties show that over 90 percent of the women changed their opinions about management. Attitudes toward housework came in for some overhauling, too. Said a mother of 3-year-old twins, "I've had a defeatist attitude, but now I see improvements are possible and have taken renewed interest in housework."

Another young homemaker summed it up this way. "I don't sit and think about disagreeable jobs anymore—I go and do them."

This echoed the philosophy we had emphasized—worry takes just as much time as work, but it doesn't pay as well.

Reaching Urban Women

by MRS. CLARA P. HAY, Genesee County Extension Agent, Home Economics, Michigan

URBAN homemakers—are they different from those living in rural areas?

We don't think so after 17 years working in the city of Flint, Mich. Urban work, however, does give an opportunity for working with many organizations.

For example, let's take the breakfast project now going on in Genesee County.

In March 1959, the city extension groups had a lesson on the Breakfast Bonus. More than a dozen leaders in health education in the city schools, health department, and Parent-Teacher Association groups were invited to the sessions. Mothers and department heads were aroused to do something about "breakfast skipping!"

Adopting a Project

Extension home economists called a meeting of department heads from the school health program, adult education, health departments (city and county), and local and State Dietetics Association at the Cooperative Extension office to discuss a "better breakfast" project.



Flint's mayor, his wife, and the chairman of the Manufacturers' Association joined participants in the city-county breakfast campaign.

This group decided to collect information on the breakfast habits of adults, teen-agers, and school children throughout both the city and the county in 1959.

One half of the adults contacted (2,000) did not have fruit for breakfast; two-thirds did not have protein; one fifth of the boys and girls went to school with no breakfast or an inadequate one; and at one high school with 2,000 students, 760 girls and 600 boys regularly ate no breakfast.

The next steps were to interest other individuals and organizations, and finally to conduct a campaign beginning in September 1960.

The committee was enlarged to include Girl Scouts and 4-H clubs and key lay leaders. The urban extension agent was asked to be chairman. Sixty organizations were asked to send representatives to a campaign planning meeting.

The head of the foods and nutrition department, Michigan State University, spoke to the 57 representatives from the press, radio, television, Manufacturer's Association, chamber of commerce, AFL-CIO Labor Council, Farm Bureau, PTA, and other groups. Each organization mentioned how they would help in the campaign.

Campaign in Action

Posters (2,000), place mats (25,000), and handout information pieces (15,000) were designed and planned by the urban extension agent. The cost of printing was assumed by local business concerns. These were placed in local stores, business places, lodges, libraries, restaurants, factory store, labor halls, and schools throughout Flint and Genesee County.

Home extension leaders were trained by rural and urban extension agents to give 10-minute talks to organizations. All visuals needed

were made in the extension office.

Organizations were notified of the availability of these trained leaders. Since then, 50 talks have been made before 2,100 individuals and one television show was conducted by a local leader.

4-H boys and girls prepared breakfast demonstrations. Twenty of these and one television program reached many more.

A kick-off breakfast with an M.S.U. field poultryman and his six-foot fry pan served 500 women and men on a downtown parking lot. Orange juice, scrambled eggs deluxe, rolls, milk, and coffee were donated by local businesses.

Newspaper articles and pictures, radio, and television were used in the promotion.

"Ambassadors of good health" in three city high schools were trained and given visuals from the extension office. Each schoolroom was given a talk by one of the 160 ambassadors. Health representatives in elementary schools are being trained and visuals suitable for their use are provided for short talks in each room in their schools.

It is a little early for results but many mothers are mentioning a renewed interest in breakfast by their families. Schools are integrating nutrition in all studies. The breakfast campaign committee has asked that we continue to meet and has suggested working with teen-agers and young brides.

Teaching Food Uses

Another project involving community cooperation began in 1957 when the call came out from the Council of Social Agencies asking all agencies for ways to help with the welfare load.

Simple leaflets were written by the urban and consumer information agents on the use of each surplus food item. Thousands of these leaflets have gone out with surplus food orders or through the nurses of the city health department and the case workers in the family service agency.

Both of these departments had asked for a training session on how to use the surplus foods. Six television shows were planned and given

(See *Urban Women*, page 61)



Members of the Franklin County Senior 4-H Club give pointers on clothes selection to a group of older 4-H boys. The sports suit was loaned by a local clothier for the meeting.

Personal Improvement Makes an Impression

by G. A. LINEWEAVER, *Extension 4-H Leader*, and A. P. PARSONS
Associate Extension Editor, Iowa

IOWA, agriculturally pre-eminent since the first furrow was turned in its prairie sod early in the 19th century, has ceased to be a rural State. The 1960 census put it in the urban category.

That shift has more than economic significance. Great social changes are taking place as industry and commerce assume equal roles with farming as ways to earn a living. People want to live better, to be more socially acceptable, to be cosmopolitan.

That's why one phase of the new approach in the Hawkeye State's extension youth program has thrown off the traditional patterns of the past. This phase is labeled a "personal improvement" program.

Sudden Emphasis

We recognize that there have been aspects of personal improvement in 4-H and extension programs for years. But almost overnight the whole business has a new look.

Appropriate dress (a particular problem of men and boys whose knowledge of color combinations, fabric characteristics, qualities, styles, and appropriate combinations is often insufficient to give confidence and assurance) has become a major concern. There's new emphasis on courtesy as a social asset. The importance of good nutrition, exercise, and good posture in the development of a physique that will improve an individual's appearance is being stressed.

And this phase isn't being pushed just to create a lot of handsome young men and beautiful women. People are reminded that appearance is an important asset to the person seeking a job or working for advancement in the one he has.

As a part of the "personal improvement" program, good manners are coming in for attention. Table manners, dating manners, travel manners, and all the other practices that mark a person as one with cul-

ture are being taught to young people.

All of this emphasis on the external is not intended to put less emphasis on the importance of character and attitude in a well-rounded individual. Rather it is looked upon as an opening wedge to make acceptance of activities in this area easier to accomplish.

Extended Interest

This year more than 40 counties embarked on some phase of this personal improvement program. In a majority of them appropriate dress is the lead-off activity. These counties are finding young people and adults eager to take part in the activities. Interest extends into the schools, civic clubs, community organizations, and the ranks of retail merchants. Highly gratifying to extension staffs is the ease with which volunteer leaders are recruited to help conduct the work.

Franklin County is pioneering this new program. More than 10,000 persons have been reached through 123 meetings with information on appropriate dress for men and boys.

Program Development

The first step in planning was to develop a coordinated program that involved the three county extension staff members and all of the groups with whom they work. With the 4-H clubs as a nucleus, backed by specific activities in the adult programs, it was relatively easy to get the attention of a majority of the county's populace.

Basic to the teaching was a set of three models with a variety of clothing combinations. Figures of an average individual; a short, stout individual; and a tall, thin one comprised the set. The clothing was used to identify the "key" wardrobe color, as an aid in choosing harmonizing colors, and as a guide in selecting appropriate fabrics and designs.

Other teaching aids included a film strip, a motion picture, and samples of and information on good and poor labels.

Except in home economics 4-H clubs, the teaching teams were made up of a man and a woman or a 4-H

boy and a 4-H girl. Their technique included showing "what's new" in men's and boy's clothing, showing the film strip, and then dressing the models with different clothes combinations. This brought out combinations that would go together and others that would not. It also gave an opportunity to bring out the key color suitable for the individual, the fabric texture, and the lines and styles most suitable.

In the 4-H agricultural clubs, additional lessons on care of clothing and personal cleanliness and grooming were taught.

Added Attractions

Culminating the program was a joint 4-H dress revue and appropriate dress contest. Later those who took part were featured at the Franklin County Fair. This revue revolved around the 4-H pledge and all of its related activities with major emphasis on clothing.

Enthusiasm for the program is high. When a Christmas Fair was staged as a part of the extension family living program, it included gift suggestions of men's and boy's clothing accessories. Fourteen men and boys modeled.

"Mix," "match," and "harmonize" have crept into the vocabulary of a large percentage of the county's citizens. Clothing salesmen have noted increased discrimination among men and boys when they come into the stores. Mothers have noticed greater awareness among their sons of the possibilities of dressing up existing outfits. And there have been observations that "weird" combinations of clothing are disappearing from the streets.

Widespread Impression

Following Franklin County's pioneering in this clothing program, other counties are pushing ahead and finding a lot of enthusiasm. Benton, Cedar, Greene, Iowa, and Woodbury Counties each have a variation of the Franklin County approach. All are getting cooperation from clothing salesmen and merchants.

In Iowa County, the extension staff presented material on "clothing se-

lection" to students in six senior and three junior high schools. After these appearances the schools requested the staff to return with information on grooming.

Indicative of the interest is an experience of the extension staff in Woodbury County. During an appearance on a Sioux City television station, the staff were giving a clothing selection program. The program director became so intent on what was being demonstrated that he forgot to give time signals and permitted the show to go on for several minutes after the station had switched to a network program.

Expansion of the "personal improvement" program to every county is indicated. And most encouraging is that to a large extent the counties are showing initiative in developing techniques to conduct the activity rather than depending on materials supplied by the State staff.

URBAN WOMEN

(From page 59)

by the city extension agent on the use of these foods.

Again, child study groups, parent health groups, and homeroom mother groups wanted this information. Leader training sessions were given for representatives of these groups.

Broader Contacts

Working with many organizations has always been a part of the Flint program. Beginning in 1944, personal contacts were made with the health department, welfare department, child study groups, church groups, Girl Scouts, well-baby clinics, and homeroom mothers groups in school under the Emergency War Food program. There were demonstrations in canning and freezing fruits and vegetables, vegetable cookery, gardens, storage of vegetables, and packing lunches. All of these were done for groups of homemakers throughout the city.

At a packed lunch demonstration for a Girl Scout troop their leader began asking questions about the kind of extension program offered for homemakers. She was active in a child study group and suggested their

group use extension lessons for some of their programs.

The news traveled and other child study groups followed this pattern. The interest and enthusiasm for the type of work offered led to specific groups being formed for home economics extension.

Planners Involved

Programs were planned each year based on the needs expressed by the women. The city planning group has included representatives of organized extension groups together with leaders from Child Study Forum, parent health organization, CIO education committee, and Council of Church Women.

This planning has resulted not only in programs for organized groups but also a number of series for special groups, such as young homemakers from other lands, at International Institute for Women in Industry at local union halls, and for parent health chairmen in schools.

Factors Behind Success

These meetings were planned with the people involved. We let them tell us what they wanted. The teaching has been done by the urban extension agent, the consumer information agent, and home economics extension lay leaders.

In fact, it would not have been possible to serve so many new audiences without the help of extension lay leaders in planning timely programs and in teaching some of the projects requested by special groups.

The work of this core of enthusiastic home economics extension groups has helped to make the Flint program an effective one. Other contributing factors include several series of meetings for special audiences (Japanese war brides, foreign born homemakers, women in industry, parent health chairmen, and low income clients receiving surplus foods) and the countywide campaigns carried on in cooperation with other agencies and organizations.

By following through with our various group and organization contacts, we have been able to broaden and strengthen Extension's educational contributions to society.

Challenge Youth with Career Exploration

by MRS. LOIS B. ROSS, State Club Agent, and EARL S. BERGERUD,
District 4-H Club Leader, Minnesota

CAREER exploration has become Minnesota's initial effort in strengthening our 4-H program for older members.

Modernizing projects in line with developmental needs and changing social and economic conditions is a must. We settled on career exploration as an experimental program to help meet these needs for four reasons.

Deciding Factors

First, a survey of 3,800 Minnesota junior and adult leaders in January 1960, indicated that career exploration was the program area of greatest interest to older youth.

Second, career exploration was one of the objectives set up in the youth development section of the Scope Report. Specifically, this objective is to, "Explore career opportunities in agriculture, home economics, and related fields, and recognize the need for a continuing education."

This added support to our survey and clearly answered the question "Is this something Extension should be concerned about?"

Third, our college office asked us to work with them to develop a program which would help guide people as they decided between going to college and remaining on the farm. Schools and others were requesting more and more help from college personnel with "career days." More important, a large number of boys and girls were coming to campus without needed guidance and counseling.

Fourth, our present program was not always meeting the needs of members in later adolescence. This was indicated by a large number of dropouts in this age group.

A State steering committee, composed of two members of the State 4-H staff and four college office staff, was organized.

This group met with the State Supervisor of Occupation Information and Guidance and the State Director of the Minnesota State Employment Service. We then recognized the importance of cooperating with other agencies. And this caused us to redefine our objectives.

Our original objective was to help older youth explore careers and to recognize the need for a continuing education. To this we added, "An extension career exploration program must help to create a climate for improved community attitudes toward, and better acceptance of, counseling services available in high schools and other agencies."

Community Base Needed

The need to approach the problem of career exploration on a broad community base was also evident. County extension agents could not be expected to carry the full responsibility of this program, since program loads are already large. But more important, community resources offer a more complete and satisfactory program.

Counties were encouraged to organize a planning committee. Suggestions for the makeup of this committee included resource people such as high school counselors, employment service directors, personnel managers from commercial firms, clergymen, teachers, older youth, parents, and 4-H leaders. Agents would serve as a link between this committee and other community resources.

A comparison or organizational structure might best show what new approach we are trying to take.

Who participates: In a typical 4-H program—a community group, ages 10-21. In the career exploration program—an interest group, 15 years old or older.

Requirements: Of a typical 4-H program—attend 12 monthly meetings, take one or more projects, complete records, and exhibit at fair. In the career exploration program—attend a series of 3-6 meetings and participate in group and individual activities.

Who administers: A typical 4-H program—parents, 4-H leaders, and extension agents. A career exploration program—community committee.

Program Content

Content of the program was developed by members of the State steering committee with the guidance of committees from 11 pilot counties.

Four handbooks were developed—one each for the extension agent, leader, members, and parent—to guide those carrying out and participating in the program.

A series of meetings was proposed as one satisfactory method of carrying on 4-H career exploration. The State committee outlined the content of these meetings as follows:

Individual Appraisal—Create insight into abilities, interests, and aspirations and provide a basis for relating these to the employment world.

Basis for Job Selection—Acquaint individual with pertinent aspects of employment and help him realize the importance of selecting his career.

Your Opportunities in Farming—Help farm boys evaluate opportunities in farming.

Opportunities for High School Graduates Without Technical or Professional Training—Identify employment possibilities in the local labor market, including self-employment, and alert individuals to the job-getting procedure.

Opportunities for High School Graduates with Technical Training—Acquaint individuals with

the employment market for those with special skills or technical training. Outline the nature of training needed and where and how it is obtained.

Opportunities for College Graduates and the Professionally Trained—Orient individuals to major placement outlets for college-trained people. Review costs and financing a college program.

The members would have a choice of attending one or more of the last four meetings depending on how far they had progressed in making a decision. Counties experimenting with the program on a pilot basis are encouraged to follow the advice and counsel of their local committee. Thus the programs will vary by county.

Reactions Showing

Reactions from participating counties are beginning to appear since initial meetings were planned for February and March.

Vocation—My Challenge is the title of the series of meetings to which the Winona County committee invited families.

Winona County Assistant Agricultural Agent Jerry Richardson reports, "Cooperation from community resources has been exceptional. Vocational agriculture instructors, home economics teachers, employment service personnel, and school guidance counselors have all indicated an interest in planning and executing the program."

This is the beginning of our program. The various techniques counties are trying will be evaluated by their county committees. Their experiences will then shape the program that will be used statewide. We feel the program has real merit and that the Agricultural Extension Service has the responsibility of meeting an expressed need for the development of our older youth.

PART-TIME TREND

(From page 47)

segment of our total clientele. It has been generally agreed, especially in areas with large numbers of part-time farm families, that extension

programs must reflect more clearly the needs of these families.

In working with both small part-time farm operators and large commercial operators, who are increasingly doing some work off the farm, there is a problem of establishing and maintaining contacts with people who are away from their farms most of the daylight, working hours.

In the field of home economics, it appears that Extension's role will be substantially expanded in providing assistance to homemakers in the field of effective utilization of income. However, with more and more homemakers working out of the home, the problem of involving them in extension programs becomes more acute, more complex, and more at variance with customary procedures.

If 4-H club programs are to be meaningful to youth in part-time farm families, it is essential to recognize that only a small proportion of these children are likely to farm on a full-time basis or even a part-time basis during their later lives.

Both farm operators who have off-farm employment and full-time operators on small farms will increasingly need assistance on problems of how best to use resources at their disposal within the framework of predominant values of the family. Extension can have a vital role in helping large numbers of families make a decision among the three possibilities of full-time farming, part-time farming, and no farming.

Research Suggestions

There is still much Extension must learn about part-time farming in order to give the best assistance. There has been virtually no research done on evaluating various educational methods used with part-time farmers. To what extent are we reaching them through mass media? Can many of them be reached effectively at their places of off-farm work?

A 5-year educational and research project with 108 part-time farm families in Transylvania County, N.C., is nearing completion. This project was sponsored by the Agricultural Extension Service, the Experiment Station, and the Tennessee

Valley Authority. A few tentative conclusions may now be drawn from this project:

● Farm and home visits were the chief means of contact.

● Among farm operators, special meetings for this group did not prove feasible because of the wide variations in off-farm work schedules, commodity interests, and farming situations. There was some increase in attendance at regular extension meetings.

● Among homemakers in these families, there was little increase in their involvement in home demonstration clubs. However, half of them did participate to some extent in small informal groups and workshops arranged by the home economics agents.

● A large majority of both farm operators and homemakers felt that a monthly newsletter especially designed for this group was helpful to them. Used in conjunction with personal visits, bulletins and other printed materials were read to a great extent and considered helpful by these families.

Extension's role in this area is not yet clear. But the indications are that here is a large group of people who are looking to the Extension Service to assist them in their new role with its new problems.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publication distribution officer.

- L 136 Production of Parsley—Revised December 1960
- L 391 The Southern Corn Rootworm—How to Control it—Revised January 1961
- L 455 The Pickleworm—How to Control It—Revised January 1961
- L 482 Growing Crimson Clover—New (Replaces L 160)
- L 483 Raising Mice and Rats for Laboratory Use—New (Replaces L 253)
- L 486 The Sugar Beet Nematode and Its Control—New (Replaces F 2054)

Lawn Mower Project Serves a Dual Purpose

by JAMES S. SPERO, Orange County 4-H Club Agent,
New York

URBAN 4-H club work gets attention with its new projects and methods. Many rural areas, however, are also adopting some of these new projects since they can often be used in both farm and nonfarm areas. Development of such projects while areas are still rural eases the transition to a more urban type of program.

Orange County, N. Y., is within 70 miles of New York City. It is, however, still predominantly agricultural. It is one of the top 10 dairy counties in New York State and is the leading onion producing county in the United States. There are also large urban and suburban sections in the county, however, and the impact of the "population explosion" is slowly but surely making itself felt.

Diverse Audience

Our 4-H program covers most of the county. While it has not yet moved into the three cities, there is a considerable amount of 4-H club work in nonfarm areas. The result is a mixed program of "traditional" and "new" 4-H projects.

Some agricultural projects lend themselves to both farm and nonfarm areas. These are receiving increasing emphasis.

The lawn power equipment project is one that fills this need. The project was adopted on a local level by the County Agricultural Engineering Advisory Committee as part of its program for the current year. It was recommended for boys and girls 12 or over.

A countywide leader training school

was held in the fall for local 4-H club leaders interested in teaching the project. This was conducted by two men familiar with the project.

A local lawn mower sales and service man gave instruction on the technical aspects of the care and operation of power lawn equipment. A local leader who had previous experience with the project advised the leaders on teaching methods and ways of carrying on the project work.

Sections of the project include: Lawn Mower Safety, The Power Unit, Operation of the Power Unit, Using the Equipment, Storage of Equipment, and Record Keeping. Both rotary and reel type mowers are discussed in the project material.

Each leader is given a guide for the project containing both technical and teaching information. Members receive a project workbook which serves as a guide in working with the family power lawn mower.

Farm boys and girls utilize the information from this project in carrying on their chores which often include mowing the lawn. Many of these same members make use of this information when they take in the 4-H tractor program. Nonfarm boys and girls often use what they

learn from this project in mowing lawns as a vacation business.

The emphasis on safety should help to reduce the large number of lawn mower injuries which have occurred in this area in recent years.

Approval Registered

Great interest has been shown by the members and leaders carrying on this work. Leaders from both farm and nonfarm clubs were represented at the training school. All felt that the project would be an asset to their local club.

The success of this or any 4-H project conducted by local club leaders depends on the quality of the leader training program. The use of local people who are familiar with 4-H club work and with the subject matter of the project as instructors has proved to be a good formula for successful training schools.

The lawn power equipment project is an example of how 4-H club work can serve the needs of both farm and nonfarm boys and girls. It is a useful work project that has application to rural, urban, and suburban areas. Many other projects can serve this same purpose.



A local sales and service man contributed expert instruction in the use and care of power lawn equipment at the leader training meeting.